

SPARTANBURG 5 SCHOOL DISTRICT

100 North Danzler Road
Duncan, SC 29334

GRADES PK-12

ENROLLMENT 5,866 Students

SUPERINTENDENT Dr. Sidney Crumpton 864-949-2350

BOARD CHAIR Bo Corne 864-949-0868

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 2 | 9 | 0 | 0 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

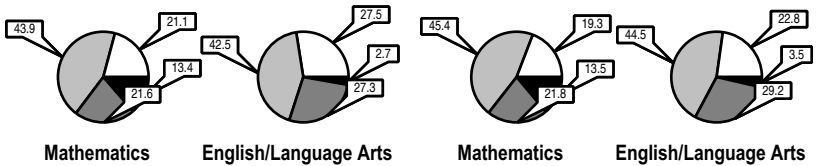
FOR MORE INFORMATION, VISIT WEBSITES AT:

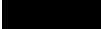



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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Unsatisfactory | N/A |
| 2002 | Good | Average | N/A |
| 2003 | Good | Unsatisfactory | N/A |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our District****Districts with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

| | Our District | | | Districts with Students Like Ours | | |
|-----------------------|---------------------|------|------|--|------|------|
| Percent | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Passed all 3 subtests | 65.1 | 71.1 | 69.8 | 73.2 | 72.5 | 71.4 |
| Passed 2 subtests | 17.6 | 18.7 | 20.1 | 15.2 | 15.5 | 16.6 |
| Passed 1 subtest | 10.6 | 7.2 | 6.9 | 7.6 | 7.6 | 7.4 |
| Passed no subtests | 6.7 | 3.0 | 2.9 | 4.0 | 4.3 | 4.1 |

ELIGIBILITY FOR LIFE SCHOLARSHIPS

| Percent of | Our District | Districts with Students Like Ours |
|---|---------------------|--|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 14.7 | 18.7 |
| Seniors who met the SAT requirement | 14.7 | 19.8 |
| Seniors who met the grade point average | 58.1 | 56.7 |

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 2,878 | 99.8 | 27.5 | 42.5 | 27.3 | 2.7 | 30.0 | 17.6 |
| Gender | | | | | | | | |
| Male | 1,520 | 99.7 | 33.4 | 42.4 | 22.5 | 1.7 | 24.2 | 17.6 |
| Female | 1,358 | 99.9 | 20.9 | 42.6 | 32.7 | 3.8 | 36.5 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 2,018 | 99.9 | 20.9 | 43.3 | 32.1 | 3.6 | 35.8 | 17.6 |
| African-American | 674 | 99.7 | 45.5 | 40.7 | 13.7 | 0.2 | 13.9 | 17.6 |
| Asian/Pacific Islander | 53 | 100.0 | 22.0 | 34.0 | 38.0 | 6.0 | 44.0 | 17.6 |
| Hispanic | 125 | 99.2 | 45.1 | 41.2 | 13.7 | | 13.7 | 17.6 |
| American Indian/Alaskan | 2 | 100.0 | | | | | | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 2,348 | 99.8 | 19.6 | 44.8 | 32.3 | 3.3 | 35.6 | 17.6 |
| Disabled | 530 | 99.6 | 61.9 | 32.7 | 5.4 | | 5.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | | 0.0 | | | | | | 17.6 |
| Non-migrant | 2,878 | 99.8 | 27.4 | 42.5 | 27.3 | 2.7 | 30.1 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 67 | 100.0 | 62.3 | 29.5 | 8.2 | | 8.2 | 17.6 |
| Non-limited English proficient | 2,811 | 99.8 | 26.6 | 42.8 | 27.8 | 2.8 | 30.6 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 1,239 | 99.8 | 42.4 | 42.1 | 14.8 | 0.7 | 15.5 | 17.6 |
| Full-pay meals | 1,635 | 99.9 | 17.3 | 42.8 | 35.8 | 4.1 | 39.9 | 17.6 |

| | | | | | | | | |
|--------------------------------|-------|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 2,878 | 99.9 | 21.1 | 43.9 | 21.6 | 13.4 | 35.0 | 15.5 |
| Gender | | | | | | | | |
| Male | 1,520 | 99.9 | 22.3 | 43.2 | 20.4 | 14.1 | 34.5 | 15.5 |
| Female | 1,358 | 99.9 | 19.6 | 44.7 | 23.1 | 12.6 | 35.7 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 2,018 | 100.0 | 15.1 | 43.1 | 24.9 | 16.9 | 41.8 | 15.5 |
| African-American | 674 | 99.9 | 38.3 | 46.6 | 11.3 | 3.8 | 15.1 | 15.5 |
| Asian/Pacific Islander | 53 | 100.0 | 12.0 | 44.0 | 26.0 | 18.0 | 44.0 | 15.5 |
| Hispanic | 125 | 100.0 | 32.4 | 44.1 | 20.6 | 2.9 | 23.5 | 15.5 |
| American Indian/Alaskan | 2 | 100.0 | | | | | | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 2,348 | 100.0 | 13.5 | 45.8 | 25.3 | 15.4 | 40.7 | 15.5 |
| Disabled | 530 | 99.8 | 54.5 | 35.5 | 5.6 | 4.4 | 10.0 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | | 0.0 | | | | | | 15.5 |
| Non-migrant | 2,878 | 99.9 | 21.0 | 43.9 | 21.7 | 13.4 | 35.1 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 67 | 100.0 | 44.3 | 44.3 | 9.8 | 1.6 | 11.5 | 15.5 |
| Non-limited English proficient | 2,811 | 99.9 | 20.5 | 43.9 | 21.9 | 13.7 | 35.6 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 1,239 | 99.9 | 33.2 | 47.0 | 14.7 | 5.1 | 19.8 | 15.5 |
| Full-pay meals | 1,635 | 99.9 | 12.7 | 41.8 | 26.4 | 19.1 | 45.5 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced and Proficient |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------------------------|
| English/Language Arts | | | | | | | |
| 2002 | Grade 3 | 454 | | 14.9 | 37.1 | 42.2 | 48.0 |
| | Grade 4 | 443 | | 15.9 | 47.2 | 35.3 | 36.9 |
| | Grade 5 | 517 | | 25.7 | 43.1 | 30.6 | 31.2 |
| | Grade 6 | 377 | | 23.1 | 40.8 | 29.8 | 36.2 |
| | Grade 7 | 482 | | 23.1 | 46.3 | 25.6 | 30.6 |
| | Grade 8 | 446 | | 28.2 | 43.3 | 24.4 | 28.5 |
| 2003 | Grade 3 | 452 | 100.0 | 17.6 | 34.3 | 44.2 | 48.1 |
| | Grade 4 | 474 | 99.8 | 20.3 | 41.3 | 35.4 | 38.4 |
| | Grade 5 | 494 | 99.6 | 33.2 | 50.4 | 16.2 | 16.4 |
| | Grade 6 | 561 | 100.0 | 31.7 | 37.7 | 26.4 | 30.6 |
| | Grade 7 | 393 | 100.0 | 26.6 | 46.1 | 26.0 | 27.4 |
| | Grade 8 | 504 | 99.4 | 33.2 | 45.7 | 17.8 | 21.1 |

| Mathematics | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|
| 2002 | Grade 3 | 454 | | 16.4 | 36.2 | 22.9 | 47.3 |
| | Grade 4 | 443 | | 17.1 | 38.3 | 26.4 | 44.6 |
| | Grade 5 | 517 | | 24.0 | 36.5 | 26.1 | 39.6 |
| | Grade 6 | 377 | | 19.5 | 38.7 | 24.3 | 41.9 |
| | Grade 7 | 482 | | 31.0 | 32.3 | 19.8 | 36.7 |
| | Grade 8 | 446 | | 31.7 | 43.5 | 15.7 | 24.8 |
| 2003 | Grade 3 | 452 | 100.0 | 15.9 | 50.6 | 23.9 | 33.5 |
| | Grade 4 | 474 | 100.0 | 12.7 | 41.8 | 24.8 | 45.5 |
| | Grade 5 | 494 | 100.0 | 21.3 | 50.3 | 20.2 | 28.4 |
| | Grade 6 | 561 | 99.8 | 19.2 | 34.7 | 27.2 | 46.2 |
| | Grade 7 | 393 | 100.0 | 27.4 | 37.7 | 19.2 | 35.0 |
| | Grade 8 | 504 | 99.8 | 30.7 | 48.5 | 13.9 | 20.8 |

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova: a national, norm-referenced achievement test.

| Percentage of students scoring in the upper half, 2002 | | | | | | | | |
|--|---------|--------|----------|--------|-------|--------|-------|--------|
| Grade | Reading | | Language | | Math | | Total | |
| | State | Nation | State | Nation | State | Nation | State | Nation |
| 3 | 49.2 | 50.0 | 51.5 | 50.0 | 58.2 | 50.0 | 54.8 | 50.0 |
| 6 | 57.6 | 50.0 | 49.0 | 50.0 | 51.2 | 50.0 | 51.4 | 50.0 |
| 9* | 56.1 | 50.0 | 46.8 | 50.0 | 51.6 | 50.0 | 51.2 | 50.0 |

* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress: a national, criterion-referenced achievement test.

| Percent of students scoring | | | | | | | | | | |
|-----------------------------|-------|------|----------|--------|------------|--------|-------|--------|-------------|--------|
| Test | Grade | Year | Advanced | | Proficient | | Basic | | Below Basic | |
| | | | State | Nation | State | Nation | State | Nation | State | Nation |
| Reading | 8 | 2002 | 1 | 3 | 23 | 30 | 44 | 43 | 32 | 25 |
| Writing | 4 | 2002 | 1 | 2 | 16 | 26 | 65 | 58 | 18 | 14 |
| Mathematics | 8 | 2000 | 2 | 5 | 15 | 22 | 37 | 38 | 45 | 34 |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2003 | | Eligibility for LIFE Scholarships* | | Graduation Rate | |
|-------------------------------|--|-------|---------------------------------------|-------|-----------------|-------|
| | n | % | n | % | n | % |
| All Students | 304 | 97.4% | 265 | 14.7% | 282 | 93.3% |
| Gender | | | | | | |
| Male | 155 | 98.7% | 136 | 13.2% | 157 | 85.4% |
| Female | 148 | 95.9% | 129 | 16.3% | 125 | 99.0% |
| Race or Ethnic Group | | | | | | |
| African American | 57 | 98.2% | 53 | 5.7% | 62 | 85.5% |
| Hispanic | 2 | I/S | 5 | 0.0% | 6 | 83.3% |
| White | 238 | 97.5% | 204 | 16.7% | 210 | 96.2% |
| Other | 6 | 83.3% | 3 | I/S | 4 | I/S |
| Disability Status | | | | | | |
| Non-speech disabilities | 27 | 88.9% | 18 | 0.0% | 34 | 52.9% |
| Students without disabilities | 277 | 98.2% | 247 | 15.8% | 0 | 98.8% |
| Migrant Status | | | | | | |
| Migrant | N/A | N/A | 0 | N/A | 0 | N/A |
| Non-migrant | 4 | I/S | 265 | 14.7% | 0 | N/A |
| English Proficiency | | | | | | |
| Limited English proficient | 1 | I/S | 2 | I/S | 4 | I/S |
| Non-LEP | 298 | 97.7% | 263 | 14.8% | 272 | 96.0% |
| Lunch Status | | | | | | |
| Subsidized meals | 54 | 94.4% | 42 | 0.0% | 63 | 66.7% |
| Full-pay meals | 249 | 98.0% | 223 | 17.5% | 219 | 99.0% |

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

| SAT | Verbal | | Math | | Total | |
|----------|--------|------|------|------|-------|------|
| | 2002 | 2003 | 2002 | 2003 | 2002 | 2003 |
| District | 514 | 481 | 523 | 502 | 1037 | 983 |
| State | 488 | 493 | 493 | 496 | 981 | 989 |
| Nation | 504 | 507 | 516 | 519 | 1020 | 1026 |

| ACT | English | | Math | | Reading | | Science | | Total | |
|----------|---------|------|------|------|---------|------|---------|------|-------|------|
| | 2002 | 2003 | 2002 | 2003 | 2002 | 2003 | 2002 | 2003 | 2002 | 2003 |
| District | 19.4 | 19.3 | 19.4 | 19.7 | 19.7 | 20.1 | 19.5 | 19.6 | 19.7 | 19.8 |
| State | 18.8 | 18.7 | 19.1 | 19.0 | 19.3 | 19.4 | 19.2 | 19.2 | 19.2 | 19.2 |
| Nation | 20.2 | 20.3 | 20.6 | 20.6 | 21.1 | 21.2 | 20.8 | 20.8 | 20.8 | 20.8 |

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

DISTRICT PROFILE

| | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|--|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n= 5,866) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 0.2% | Down from 2.7% | 3.4% | 4.0% |
| Attendance rate | 95.6% | Down from 96.3% | 95.6% | 95.4% |
| Meeting grade 1 & 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 13.8% | Down from 14.3% | 16.1% | 10.7% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 13.1% | Up from 11.5% | 11.6% | 10.6% |
| Older than usual for grade | 2.3% | Down from 2.4% | 3.2% | 5.5% |
| Suspended or expelled | 0.6% | Up from 0.5% | 1.3% | 1.6% |
| Enrolled in AP/IB programs | 10.7% | N/A | N/A | 10.0% |
| Successful on AP/IB exams | N/A | N/A | N/A | N/A |
| Enrolled in adult education GED or diploma programs | 147 | Up from 122 | 210 | 186 |
| Completions in adult education GED or diploma programs | 74 | Up from 43 | 94 | 40 |

Teachers (n= 442)

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers with advanced degrees | 55.2% | Up from 54.8% | 52.5% | 47.8% |
| Continuing contract teachers | 81.9% | Down from 82.7% | 86.9% | 82.8% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 90.0% | Up from 88.1% | 91.9% | 89.5% |
| Teacher attendance rate | 95.4% | Up from 94.7% | 95.7% | 95.1% |
| Average teacher salary | \$41,265 | Up 0.8% | \$41,265 | \$39,707 |
| Prof. development days/teacher | 20.2 days | Up from 12.4 days | 10.9 days | 11.3 days |

District

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Superintendent's years at district | 5.0 | Up from 4.0 | 3.0 | 3.0 |
| Student-teacher ratio | 18.4 to 1 | Up from 17.1 to 1 | 22.9 to 1 | 20.6 to 1 |
| Prime instructional time | 90.1% | Down from 90.2% | 90.1% | 89.0% |
| Dollars spent per pupil* | \$7,419 | Up 2.4% | \$6,750 | \$7,412 |
| Percent spent on teacher salaries* | 60.6% | Up from 55.4% | 57.5% | 56.0% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 98.9% | Down from 99.0% | 98.4% | 96.1% |
| Number of schools | 8 | No change | 12 | 8 |
| Number of magnet schools | 0 | No change | 0 | 0 |
| Number of charter schools | 0 | No change | 0 | 0 |
| Portable classrooms | 1.8% | Down from 2.0% | 7.8% | 3.5% |
| Average age in years of school facility | 17 | N/A | 25 | 26 |
| Number of schools with SACS accreditation | 7 | N/A | 9 | 8 |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

SCHOOL DISTRICT GOVERNANCE

Board Membership

2 trustees elected to single-member seats, 7 trustees elected to at-large seats

Fiscal Authority

District Board

Average Number of Hours of Training Annually

0.0 per board member

Percent new trustees completing orientation

100.0%

DISTRICT SUPERINTENDENT'S REPORT

District Five Schools of Spartanburg County is home to eight highly successful, award-winning schools. Located in the center of a vibrant, rapidly growing international business community, we serve 5950 students with a staff of over 700. Our mission is to offer opportunities and cultivate excellence in many areas of education. As the population of our area continues to escalate, we are moving forward with our efforts to accommodate our increased enrollment. A new middle school is currently under construction in the district. This new school will serve 7th and 8th grade students and will relieve the overcrowding at D. R. Hill Middle School.

We believe that the practice of measuring student achievement is vital to the fulfillment of our educational mission. We also believe that there are factors and criteria other than test scores that must be present for a school to be considered successful. The report card that you are reading presents our standardized testing results as a key indicator of our success or failure. These results are important. They do not, however, represent the sole measure of accomplishment for a school or district.

There are many factors that must be combined in order for a school district to provide quality service to its customers. Among other things, a district must have a quality staff, adequate facilities, superior academic programs, dedicated leadership, adequate resources, and the support of community members. We attempt to balance these factors with state and federally mandated standards and testing every day. The task of achieving excellence is made more difficult by the ever-increasing budget challenges that public education is facing. Fortunately, we have a talented and resourceful staff of professionals in District Five who meet these challenges and enable our children to succeed.

As we look to the future, we will continue to focus on growth and improvement for our educational system in District Five. We pledge to offer the students of our district a world-class education in a safe, inviting, and friendly environment. Our children deserve the best and we will make every attempt to provide for their needs.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

